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ABSTRACT

This two-part document serves as a guide to basic materials on Asia. The first part provides the teacher of Asian studies with nonserial examples of pertinent professional materials and reference books in print since 1979. Criteria used in selecting the items are given and a brief comparison between materials available in 1969 and 1985 is made. Included among the professional material is a discussion of recent trends in teaching about Asia as indicated by documents in the ERIC database and other professional sources; selected textbooks and tradebooks in China, Japan, and India; and appropriate voluntary agencies that provide materials. The second part of the document includes reference materials about Asia. It contains information about atlases and maps, chronologies, guides and encyclopedias, primary sources, continuing information, travel guides, and specific accounts about Asia, China, Japan, and India. These examples indicate that there is an abundance of basic materials, particularly concerning China, for teachers of Asian studies. (Author/APG)

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Teaching About Asia:
Professional Materials and Reference Books

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Abstract

Teaching about Asia is a guide to basic materials on Asia. Divided into two parts, it provides the teacher of Asian studies with nonserial examples of pertinent Professional Materials and Reference Books in print since 1979. Criteria used in selecting the examples and a brief comparison between materials available in 1969 and 1985 is made. Included among the Professional Materials is a discussion of recent trends in teaching about Asia indicated in ERIC and other professional sources, selected textbooks and "tradebooks" on China, Japan, and India; and appropriate voluntary agencies which provide materials. Included among Reference Books are citations of: atlases and maps, chronologies, guides, and encyclopedias; primary sources; continuing information; travel guides; specific accounts about Asia, China, Japan, and India. Judging from these examples, there appears to be an abundance of basic materials, particularly in regard to China, for the teacher of Asian studies.

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Introduction

Despite several major educational efforts, Asia remains a terra incognita for many in American schools. One factor, which accounts for the limited awareness of Asia has been the lack of a guide to basic knowledge of Asia. In the past, guides have been produced erratically on selected aspects of Asia but a single guide has been seldom attempted. To help meet this need the following guide to basic materials on Asia is provided to nonserial examples of materials in print since 1979.

Teaching about Asia is divided into two parts: Professional Materials and Reference Books. The first part discusses recent trends in Asian studies and approaches to teaching about China, Japan and India; to include citation or media (excluding films), textbooks, tradebooks, voluntary agencies. The second part includes notation of: atlases and maps, chronologies, guides, and encyclopedias; primary sources; continuing information; travel guides; and specific accounts about Asia, China, Japan, and India. In both parts, materials in ERIC are also identified.

Examples of materials were selected according to a set of eight criteria devised by the author. In question form, the criteria were as follows:

1. Is the material relevant to Asia, the major cultures of Asia or Asian studies?
2. Is the material of more than transient and local significance?
3. Is the material well written?
4. Is the material factual?
5. Is the material authentic?

6. Does the material present new data or new interpretations of old data at time of publication?
7. Is the material useful for the teacher?
8. Is the material useful for the student?

If the answer was "yes" to these questions, in the judgement of the author, materials under review were included in Teaching about Asia. Given the nature of these materials, not all of the criteria could be met in every citation; rather, the best available or representative material was included. At a minimum, every category of materials noted above is represented by one citation. At a maximum, each category was represented by citations in print. Excluded were serial materials unless they were special and/or topical issues on Asia, China, Japan, or India.

A similar assessment was undertaken by the author in 1969. Many of the titles noted in the earlier assessment remain in print, albeit in revised editions. A comparison between the 1969 review and the present review suggests that Asian studies has shifted from teaching about Asia to teaching about specific cultures of Asia. A summary of the comparison concludes the essay.

PROFESSIONAL MATERIALS

Teaching about Asia

In the 1980s, a trend of continuing importance is emphasis upon inquiry approaches. An exponent of this view is David Bruce Inquiry into Asia (Exeter, NH: Heinemann Educational Books, 1981). In this approach a variety of inquiry activities are outlined to a teaching about Asia. These activities encourage use of materials by secondary students. Also useful are various issues of Focus on Asian Studies available from the Asia Society; the Teacher Resource Handbook Asia (Berkeley, CA: UCLA, 1980), available from the UCLA Curriculum Inquiry Center; and the Teacher Guide to Resources on Asia (Provo, UT: Brigham Young University, 1984), available from the BYU Asian Outreach Programs.

A second trend in Asian Studies is using Asia as a "take-off point" for development of basic skills. Inclusion of Asian content in learning activities makes possible more precise and global skill development. Appropriate learning activities include Asian content in development of general skills and specific skills. Such an approach is illustrated by James Hantula "Basic Skills in Asian Studies" Service Center Papers on Asian Studies Papers #14 1981. This resource describes twenty learning activities grouped under four categories: (1) developing skill in reading about Asia; (2) applying critical thinking about Asia; (3) interpreting the geography of Asia; and (4) understanding the history of Asia.

A third trend is use of the computer by both teacher and student. A pioneering effort is the generation of resources units at the State University of New York (Buffalo). In using the computer, a teacher specifies goals,

strategy, and a student characteristics for teaching a particular topic. The computer responds with suggestions of objectives, an outline of content, a list of student activities, several measuring devices, and a bibliography of recommended materials. Presently available resources units range from kindergarten through college levels.

More common is using the computer for gathering pertinent research and assisting learning with appropriate activities. Research on teaching about Asia is included in the documents on deposit at Educational Resources Information Centers (ERIC) scattered throughout the United States. Of these centers, the ERIC Clearinghouse for Social Studies/Social Science Education and the ERIC Clearinghouse on Information Resources contain most citations of interest.¹ ERIC citations noted below are identified with an ED number for "Reports," an EJ number for articles in "Journals."²

A recent search for Asian studies materials located 10 "Reports" and 3 articles in "Journals." Of the "Reports," three pertain to teaching Asian studies, one describes implications for teacher education (ED 218205), two provide learning activities for developing basic skills with secondary students (ED 207884, ED 200494). Six other "Reports" focus upon teaching about China. A general guide is provided by the Asia Society (ED 237437) in addition to suggested learning activities for developing basic skills during a study of China (ED 200493).

Also noted are: a sample unit on China used in some Georgia middle grades (ED 237436), a way of teaching a college course on world history through symbolic figures including Zhou Enlai (ED 245988), and special approaches such as using art in teaching Chinese calligraphy (ED 249130) and multi-ethnic

literature about Chinese Americans (ED 213043). The remaining citation provide techniques for teaching about Japan (ED 235111). The three articles in "Journals" offer the teacher a unit on American images of Asia (EJ 231135), an elementary unit on "New China" (EJ 312982), and a map exercise for teaching about the war in Vietnam (EJ 255544). Other suggestions for teaching about Asia include a brief annotated bibliography about countries and regions of Asia (ED 232915); lists of sources of interest to teachers in Connecticut (ED 216962), and the Mid-Atlantic area (ED 196766); two general catalogs of "media" materials for teaching about Asia (ED 237407, ED 189018).

For teachers with their own microcomputers, "on line" searches are possible with the Knowledge Index.³ This index offers over 25 databases to be searched during evenings and weekends at a reduced rate.⁴ Fortunately, teachers without microcomputers can conduct searches at many educational agencies and university libraries at little or no cost.⁵ For these teachers, one of the more useful databases is InfoTrac.⁶

InfoTrac (Information Access Company) contains references to articles from approximately 1000 businesses, technical, and general interest publications, published since 1979. Included in its database are many magazines and several newspapers of interest to social studies teachers. Updated every thirty days, InfoTrac includes citations from: Current History, Instructor, Life, National Geographic, National Geographic World, Newsweek, Time, U.S. News and World Report. Current information from the Christian Science Monitor, New York Times, and Wall Street Journal is also included.

InfoTrac provides virtually all of the sources of current information necessary for a teacher to use in the classroom. Although not available "on

line" presently, many of its citations are available in databases of the: Magazine Index⁷ [File 47], National Newspaper Index [File 111], Newsearch [File 211], UPI News [Files 260, 261]. In either mode, a teacher has immediate access and, with an accompanying printer, a bibliography at hand of subjects of interest to plan personal or student reading.

Commercially produced learning activities are increasing in number and quality. Currently available "software" includes a tutorial and drill on countries entitled Asia (Intellectual Software); World Geography Adventure IV - Asia (Intellectual Software); and Modern Eurasia (available from Social Studies School Service). As use of the computer in Asian studies evolves, programs are also being developed for teaching about specific cultures in Asia. "Software" on China include: China: Two Thousand Years (Focus Media, 1984) and a game of questions entitled China and Japan (Focus Media, 1983). Programs on Japan also include History of Japan (Intellectual, ?) and Shogun Showdown available from its author Mike Roessler, (611 James Street, Portland, MI 48875). A different program by the same author is Beyond the Rising Sun (Educational Activities, 1984?). Programs on India include: Rice Farming (Longman, 1983); If I Were Prime Minister, Be a Representative, and We Are Thirsty - all available from the Geography Curriculum Project of the University of Georgia. For a computer experience in being an emperor of a developing country (Vietnam?) threatened by a Communist takeover, Annam (Educational Activities, 1983) is useful.

To aid the teacher, several voluntary agencies provide materials and, sometimes, a newsletter of interest. In teaching about Asia, East Asia (China and Japan), and South Asia (primarily, India); these agencies include:

Asia

- The Asia Society, 725 Park Avenue, New York, NY 10021
- Asian Studies Center, Michigan State University, East Lansing,
MI 48824
- B.Y.U./Asia in Schools for Intercultural Action, Center for
International and Area Studies, Box 61, Faculty Office
Building, Provo, UT 84602
- Center for Asian and Pacific Studies, University of Hawaii-
Manoa, 1890 East-West Road, Monroe 315, Honolulu HI 96822
- Center for Asian Studies, University of Texas, Austin, TX
78712
- Center for Teaching International Relations, University of
Denver, Denver, CO 80208
- Committee on Teaching About Asia, Urban Education Program,
420 West Wrightwood, Chicago, Illinois 60614
- Indiana Religion Studies Project, Sycamore Hall 230,
Bloomington, IN 47405
- School and Community Outreach Program on Asia (SCOPA), 308
Dulles Hall, 230 West 17th Avenue, The Ohio State
University, Columbus, OH 43210
- Stanford Program on International and Cross-Cultural Education,
Lou Henry Hoover Bldg. Room 200, Stanford University,
Stanford, CA 94305
- University of Illinois, Center for Asian Studies, 1208 West
California, Room 201, Urbana, IL 61801

East Asia

- Center for East Asian Studies, 106 Strong Hall, University of
Kansas, Lawrence, KS 66045
- Council on East Asian Studies, Yale University, 85 Trumbull
Street, Box 13A, New Haven, CT 06520
- East Asia Resource Center, 302C Thomson Hall, School of
International Studies DR-05, University of Washington,
Seattle, WA 98195
- East Asia Curriculum Project, East Asian Institute, Columbia
University, 420 West 118th Street, New York, NY 10027
- East Asian Studies, Princeton University, 211 Jones Hall,
Princeton, NY 08540
- East Asian Studies Center, Indiana University, Goodbody
Hall 348, Bloomington, IN 47405
- East Asian Studies Outreach, King 141, Oberlin College,
Oberlin, OH 44074
- Project on East Asian Studies in Education, Center for
Chinese Studies and Center for Japanese Studies,
108 Lane Hall, University of Michigan, Ann Arbor,
MI 48109

South Asia

- Center for South and Southeast Asia Studies, 260 Stephens
Hall, University of California, Berkeley, Berkeley,
CA 94720

- Center for South Asian Studies, 104 Cocke Hall, University of Virginia, Charlottesville, VA 29903
- Friends of the Asian Centre, The Institute of Asian Research, Asian Centre, 1871 West Mall, University of British Columbia, Vancouver, B.C., Canada
- South Asia Language and Area Center Outreach Educational Project, The University of Chicago, Foster Hall, 1130 East 59th Street, Chicago, IL 60637
- South Asia Regional Studies Center, 820 Williams Hall/C.U., University of Pennsylvania, Philadelphia, PA 19104
- South Asia Area Center Outreach Office, 1249 Van Hise Hall, University of Wisconsin, Madison, WI 53706
- South Asia Resource Center, 303 Thomson Hall, School of International Affairs DR-05, University of Washington, Seattle, WA 98195

Finally, a fourth trend is an increasing quantity of materials useful for teaching about regions and, in particular, the major cultures of Asia. In contrast to the approach illustrated by Paul Welty The Asians (New York: Harper, 1984 sixth edition), more recent approaches are illustrated by Clifton Pannell East Asia, a "Pacesetter Book" available from the National Council for Geographic Education (Macomb, IL: Western Illinois University, 1983), and the many efforts put forth to teaching about China, Japan, and India. Materials describing general and specific approaches for teaching each of these major cultures of Asia are noted below.

Teaching About China

General approaches to teaching about China are described in China: A Teaching Workbook (New York: East Asian Institute of Columbia University, 1981); and Midwest China Study Resource Center Exploring the People's Republic of China (St. Paul, MN, 1982). Suggestions of ways to teach about "inner Asia" are included in Teaching Techniques...for the Study of Inner Asia (Bloomington, IN: Inner Asian Language and Area Center, 1978). Suggestions on how to teach with primary sources on China are noted in A Teacher's Guide for Chinese Civilization... (New York: Free Press, 1981). This guide is especially useful with the sourcebook edited by Patricia Ebrey Chinese Civilization (New York: Free Press, 1981). More recent is Teaching about China, a collaborative work produced by the Asia Society and available in ERIC (ED 237437).

A skills approach is taken in James Hantula Basic Skills in Asian Studies: China (ED 200493). This resource describes twenty other learning activities focused upon China. The activities focus upon different topics as take-off points for such development. Topics include sources of information, language, myths, and expressions of values in traditional and modern China. Collectively, the learning activities develop student skills in classifying and using sources; translating and pronouncing; correlating, applying mathematics, comparing economics, determining images, judging right from wrong; describing geomancy; drawing inferences about location; making a timeline; assessing the "ladder of success"; analyzing the 1978 Constitution; reviewing the geography and history of China.

Other suggestions for teaching about China include a: book of activities related to the Chinese New Year (ED 247197), supplemental unit on Chinese culture (ED 241411), unit on Chinese Literature (ED 211403), guide for teaching Chinese Language (ED 223075), guide to reference sources (ED 220356), basic handbook on the People's Republic of China (ED 200469), way to teach about Chinese Law (EJ 257193); in addition to reprints of the articles on China which appeared in the February issue of Instructor (EJ 312982) and September 1981 issue of Curriculum Review (EJ 251818, EJ 251819, EJ 251821), and reprints of primary sources in the two volume, revised edition, of Peter Seybolt Through Chinese Eyes (ED 210239, ED 210240).

Specific learning activities are described in China: A Book of Activities (Olympia, WA: Superintendent of Public Instruction, 1984); and the multi-media kit entitled China (Felton, CA: Kenneth Clouse, 1984?) which provides slides, tape, and materials for student production of a slide tape of their study. Materials on China are noted in Sally Shear People's Republic of China (Chicago: Center for Teaching About China, 1981); Mary Sive China: A Multimedia Guide (New York: Neal-Schuman, 1982); and Alice H. Songe and Pauline B. Mangin Educator's Sourcebook on China: A Selected List of Information Resources (Hamden, CT: Shoe String, 1982).

Approaches to different topics about China vary. Common to many suggested learning activities are audio/visual materials. A useful device, for example, to extend student insight into the physical features of China is the slide set From Canton to Yenan (PEASE, 1979) which provides 51 slides, references, maps and map exercises, background readings, and a bibliography.

From a historical perspective, the following approaches have been effective: Discovering Marco Polo (Palo Alto, CA: Stanford University, 1982); Robert Oxnam The Ch'ing Game (New York: Foreign Area Materials Center, 1972); "The American-China Trade" Jackdaw Publications A 22, 1974; and Mark Wilkinson Understanding Chinese-American Relations (Ann Arbor, MI: PEASE, 1981). Specific approaches to language and social aspects of China include: Demystifying the Chinese Language (Stanford: Bay Area China Project) 1980; China Language Learning Kit (New York: Eurasia Press, 1981); All in the Family: China Old and New (BAYCEP, 1980); and slide set entitled Education in the People's Republic of China: A Cross-Cultural Teaching Unit (SPICE, 1982).

"Religious" aspects of China can be introduced with: the slide set entitled Misty Mountains and Mountain Movers (PEASE, 1980); and units of the Indian Religion Studies Project Institute for Teaching About Religion in the Secondary Social Studies Curriculum (Indiana University). Taiwan is the focus of units entitled "Celebrations in Taiwan" and "Chinese Americans" available from the SPICE Project at Stanford, and Three Views (Ann Arbor, MI: PEASE, 1981). Mutual perceptions of Chinese and Americans are illustrated in the slide/tape entitled Looking for China: American Images (New York: Asia Society, 1980) and Looking for America: Chinese Images (New York: Asia Society, 1980). Also useful is John Benegar Changing Images of China (Denver, CO: CTIR, 1983).

Recent textbooks on China include the following: China Regional Studies Series (New York: Globe, 1981); China World Culture Program (New York: School Book Service, 1981); Coyle, Molly and Livingston, Jon China Yesterday and Today (New York: Bantam, 1980?); Hantula, James China (Columbus, OH:

Merill, 1980); and Hertel, Margaret and Jennings, Jerry China (Grand Rapids, MI: Fideler, 1985).

In addition to textbooks, "tradebooks" provide students with additional sources of information for understanding China. Noted below are selected sources which can be used to supplement instruction. Estimates of reading level are also noted according to the following key:

- H = High School (Grades 10+);
 J = Junior High School (Grades 7-9); and
 U = Upper Elementary (Grades 4-6).

Reading Level

- | | |
|--|---|
| Anderson, Robert J. <u>China from Machu to Mao</u> (New York: Scribner, 1980); | H |
| Bingham, Marjorie <u>Women in Modern China</u> (Hudson, WI: GEM, 1980); | H |
| <u>China</u> (Morristown, NJ: Silver Burdett, 1984); | H |
| Filstrup, Chris and Filstrup, Janie <u>China: From Emperors to Communes</u> (Minneapolis, MN: Dillon, 1982); | J |
| Gross, Susan <u>Women in Traditional China</u> (Hudson, WI: GEM 1980); | H |
| Lawson, Don <u>The Long March</u> (New York: Harper Row: 1983); | J |
| Lim, John <u>Merchants of the Mysterious East</u> (Plattsburgh, NY: Tundra Books, 1981); | U |
| Loescher, Gil <u>China Pushing Toward the Year 2000</u> (New York: Harcourt, 1981); | J |

- Mathews, Jay China and the U.S. (New York: Foreign Policy Association, 1984); H
- McLenighan, Valjean China: A History to 1949 (Chicago: Children's, 1983); J
- Nancarrow, Peter Early China & the Wall (Minneapolis, MN: Lerner, 1980); J
- Newlon, Clarke China: The Rise to World Power (New York: Dodd, 1983); J
- Perl, Lila Red Star and Green Dragon (New York: Morrow, 1983); U
- Poole, Frederick K. Album of Modern China (New York: Watts, 1981); U
- Rau, Margaret Holding up the Sky (New York: Lodestar, 1983); U
- _____, The Minority Peoples of China (New York: Messener, 1982); U
- Roberson, John R. China from Manchu to Mao (New York: Atheneum, 1980); U
- Sadler, Catherine E. Two Chinese Families (New York: Atheneum, 1981); U
- Sizer, Nancy Faust China: A Brief History (Wellesley Hills, MA: The Independent School Press, 1981); H
- Wood, Frances Through the Year in China (North Pomfret, VT: David and Charles, 1981); U
- Yungmei, Tang China, Here We Come! (New York: Putman, 1981). U

Sources of additional information can be obtained from the following voluntary agencies as well as the agencies noted above regarding East Asia.

- American Association of Teachers of Chinese Language and Culture, St. John's University, Jamaica, NY 11432
- Association of Chinese Teachers, 322 Clement Street, San Francisco, CA 94118
- Center for Teaching About China, 407 S. Dearborn Street, Suite 1030, Chicago, IL 60605
- China Books, 2929 Twenty-fourth Street, San Francisco, CA 94110
- China Institute of America, 125 East 65th Street, New York, NY 10021
- Friends of Free China, 1629 K. Street N.S., Washington, D.C. 20006
- Midwest China Study Resource Center, 308 Gullixson Hall, 2375 Como Avenue West, St. Paul, MN 55108
- North Carolina China Council, 453 Hamilton Hall 070A, University of North Carolina, Chapel Hill, NC 27514
- U.S./China Peoples Friendship Association, 2025 Eye St., N.W., Suite 715, Washington, D.C. 20006

Teaching about Japan

Different approaches to teaching about Japan are discussed in Seymour Fersh Japan in the American Classroom (New York: Japan Information Center, 1980). Also see the special issues of the Southwestern Journal of Social Education Fall-Winter 1980; Georgia Social Science Journal Summer 1981; Social Education May 1981; Teaching About Japan available from Center for International and Area Studies Publications Services, Brigham Young University; and Donald Schneider "Teaching About Japan in Elementary and Secondary Social Studies" in the National Council for the Social Studies Bulletin 69 1983 Chapter 7 (ED 236090).

Perspectives on Japan for teachers also include: two annotated lists of readings (ED 222442, EJ 300541), two guides for using the television production of "Shogun" (ED 194427, ED 191116), a unit for intermediate grades (ED 239968), a recent visitor's impressions of Japan (EJ 312824), and reprints of primary sources in the two volume, revised edition, of Richard Minear Through Japanese Eyes (ED 210211, ED 210243).

Specific suggestions for "lessons" are noted in Modern Japan (Olympia, WA: Superintendent of Public Instruction, 1984), an "idea book for K-12 teachers." Also useful is Claude Soleillant Japan: Activities & Projects (Grand Rapids, MI: Sterling, 1980). Insights into Japan can be stimulated by using manga or comics. Translations of nine popular manga are provided in Caron Allen Glimpses of Japan through Comics (Champaign, IL: Center for Asian Studies, 1985).

In regard to teaching about the geography of Japan, an unit is available from the East Asia Resource Center at the University of Washington.

Contemporary Japan (New York: East Asian Institute of Columbia University, 1981?) includes a unit on geography in addition to units on contemporary society, history, economy, language and literature, religion, and the arts. Another way to introduce discussion about the Japanese environment is to ask students to devise their own questions about Japan. Sample answers in response to seventh grade student questions are noted in Betty Bullard What I Want to Know About Japan revised edition (New York: Japan Information Center, 1984).

The history of Japan can be taught in many ways. One way is to compare accounts of historical events in Japanese and American sources. Especially useful in this regard are the results of the Japan/United States Textbook Project described in its Joint Report (1981) and the passages cited in Parallel Passages (1983), available from the Social Studies Development Center at Bloomington, Indiana. A second way is to use written and visual primary sources. The creation story from the Kojiki, for example, can be identified as a myth and compared to the story(ies) in the Bible. Suggestions for a comparison are made in Opening Doors (New York: Asia Society, 1979).

For a different comparison, see the parallels noted in Carolyn Weng The Religious Dimension of World Culture (Dayton, Ohio: Wright State University, 1976). Suggestions for teaching about Shinto and other Asian religions are provided in publications of the Indiana Religion Studies Project. Relationships between Buddhism and the arts are explored in Richard B. Pilgrim Buddhism (Chambersburg, PA: Anima, 1981). Audio/visual resources for teaching about Buddhism are noted in Robert A. McDermott, editor, Focus on Buddhism (Chambersburg, PA: Anima, 1981).

A third way to teach about the history of Japan is to focus upon the processes of tradition and modernization. Suggestions for teaching about Japan becoming modern are included in James Hantula "Modernization and Japan" Service Center Papers on Asian Studies, 10, 1976. In the form of slides, appropriate sources about Perry's visit include East Meets West (Palo Alto, CA: Teaching Japan in the Schools, 1980), and in Japan Meets the West (Denver, CO: CTIR, 1983).

Other audio/visual materials are noted in the Resource Guide for East Asia (Seattle, WA: East Asia Resource Center, 1984) fifth edition. For materials produced in Japan, the guide entitled Resources for...Teaching on Japan (Tokyo, Japan: Ministry of Education, 1978) remains useful. Of special interest for "video freaks" is the Video Letter from Japan. In each of several available letters, students see the ways of life in Japan from the perspective of a "sixth grader." Audio/visual, print, and human resources for teaching about Japan are noted in the Japan Data Base Project, a project of the Council of Chief State School Officers. The Project includes curriculum materials on Japan, educational and cultural exchange programs with Japan, innovative teaching and learning programs and activities about Japan, and a list of experts on Japan and Japanese studies.

Recent textbooks on Japan for secondary students include the following: Japan (New York: School Book Service, 1981); Japan-Korea Regional Studies Series (New York: Globe, 1981); Pitts, Forrest R. Japan (Grand Rapids, MI: Fideler, 1985); and Tames, Richard Japan in the Twentieth Century (North Pomfret, VT: David and Charles, 1981), and the forthcoming Hantula, James Japan (Columbus, OH: Merrill, 1987).

Supplementing textbooks on Japan are the following "tradebooks:"⁸

Reading Level

Bolitho, Harold <u>Meiji Japan</u> (New York: Lerner, 1983);	J
Davidson, Judith <u>Japan</u> (New York: Dillon, 1983);	J
Greene, Carol <u>Japan</u> (Chicago, IL: Childress, 1983);	J
<u>Japan 1985</u> (Chicago, IL: Time Life, 1985);	H
Lewis, Brenda <u>Growing Up in Samurai Japan</u> (London: David and Charles, 1981);	H
Sakamoto, Taro <u>Japanese History</u> (Tokyo: International Society for Educational Information, 1980);	H
Whitney, Clara <u>Clara's Diary</u> (New York: Harper, Row, 1981);	H
Williams, Barry <u>Modern Japan</u> (New York: Longman, 1980);	H
<u>Women in Japanese History and Culture</u> (St. Louis, Park, MN: 1984).	H

Information useful for teaching about Japan can also be obtained from the following voluntary agencies in addition to the agencies noted above regarding East Asia.

- International Society for Educational Information, Kikuei Building #7-8, Shintomi 2-chome, Chuo-ku, Tokyo, Japan 104
- Japan Data Base Project, Council of Chief State School Officers, 379 Hall of the States, 400 North Capitol Street N.W., Washington, D.C. 20001
- Japan Information Center, 153 E. 53rd Street, New York, NY 10022
- Japan Society, 333 E. 47th Street, New York, NY 10017

- Japanese American Curriculum, 414 E. Third Avenue, San Mateo,
CA 94401
- Midwest Program for Teaching about Japan, 2805 E. 10th Street,
Bloomington, IN 47405
- U.S. -Japan Cross Culture Center, 244 S. San Pedro Street, Suite
305, Los Angeles, CA 90012

Teaching About India

In contrast to the explosion of professional materials pertinent to teaching about China and the enduring interest in Japan, relatively few materials are available regarding teaching about India. Few hardbound materials were published between 1980 and 1985. Interest is sustained by several voluntary organizations which service the needs of teachers of Asian studies. An outstanding example is the special issue of Focus on Asian Studies (Fall, 1985) which discusses ways to teach about Asia. Curiously, popular interest has probably risen in recent years particularly in regard to the various tragedies afflicting India.

Of the limited attention paid to India in the schools, much is from the perspective of geography and computer based education. Viewing India in the context of the monsoon system remains common. Quite different are the various computer based programs which enable students to learn about rice farming, government, and the economy of India. Specific computer programs are cited above in discussing this trend in Asian Studies education. In ERIC, India and South Asia are the focus of several elementary curriculum guides (ED 242650, ED 242649), a media guide (ED 186297), and reprints of primary sources in the two volume, revised edition, of Donald Johnson Through Indian Eyes (ED 210241, 210240).

An especially noteworthy general approach to a single perspective is Susan Gross Women in Indian (Hudson, WI: GEM, 1981) which provides student readings and filmstrips about women in India. Comparable units are offered regarding women in China and Japan. Also noteworthy are the lesson plans

devised by the Indiana Religion Studies Project. These lessons include: Hindu Doctrines of Caste and Reincarnation and the Dalai Lama in Tibetan Buddhism. Specific learning activities for learning about these and other aspects of India are noted in Claude Soleillant Activities...India (Grand Rapids, MI: Sterling, 1983).

Recent textbooks on India for secondary students include the following: India Pakistan-Bangladesh Regional Studies Series (New York: Globe, 1981); Indian Subcontinent (New York: School Book Service, 1981); Raman, T.A. India (Grand Rapids, MI: Fideler, 1983); Tames, Richard India and Pakistan in the Twentieth Century (North Pomfret, VT: David & Charles, 1981); and Donald Schneider Industrial India (New Delhi: Educational Resources Center, 1980).

Additional readings on India are included in the following "tradebooks:"

Reading Level

- | | |
|---|---|
| Dhar, Sheila <u>Children's History of India</u> (Glastonbury, CT: Ind -U.S., ?); | U |
| Galbraith, Catherine A. <u>India Now & Through Time</u> (Boston: Houghton Mifflin, 1980); | J |
| Gross, Susan <u>Women in India</u> (Hudson, WI: GEM, 1981); | H |
| <u>India People & Culture Series</u> (Evanston, IL: McDougallLittell, 1983); | H |
| Ogle, Carol <u>Through the Year in India</u> (North Pomfret, VT: David & Charles, 1983); | H |
| Sarin, Amita V. <u>India: An Ancient Lane</u> (Minneapolis: Dillon, 1984); | U |

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-Center for International Programs, New York State Education
Department, Cultural Education Center, Room 9B52, Albany,
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and short articles cover China's achievements in many fields; China's Sports, an illustrated monthly with articles on traditional sports, training of Chinese athletes, and tournaments at home and abroad; Chinese Literature, a monthly sampling of short stories, novels, essays, poems, plays, operas, and art works both ancient and modern; Selections from PRC Magazines, a weekly service which translates articles from the Red Flag and several other Chinese magazines; and Women of China, an illustrated monthly with first-hand views on courtship and marriage, economic and political rights, and reports on women's role in China's culture.

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Conclusion

With the increasing quantity of materials, Asia is becoming less of a terra incognita in many American schools. In 1969, the author reviewed similar examples of basic materials for teaching about Asia.⁹ Many of the titles noted in the 1969 review remain in print, albeit in revised editions. A comparison of the 1969 and present review offers an opportunity to assess the current status of Asian studies then and now. A summary of an assessment is noted below.

PROFESSIONAL MATERIALS

In 1969

- 1 Recent trends in Asian studies were more apparent in general discussions of teaching about the world.
- 2 Recent trends in Asian studies tended to be set by social studies projects.
- 3 Recent trends focused more upon teaching about Asia than the major cultures of China, Japan, and India.
- 4 Recent trends in acquiring knowledge for teaching about Asia tended to be guided by the Asia Society.
- 5 Bibliographic guides to teaching about China, Japan, and India were provided by the American Historical Association.
- 6 Few guides to teaching China, Japan, and India were available.
- 7 Hardbound textbooks on Asia, China, Japan, and India were available in addition to paperbound titles. However,

paperbound titles were more plentiful and, apparently, considered the wave of the future.

- 8 Different supplementary "tradebooks" on Asia, China, Japan, and India were plentiful in 1969.

In 1985

- 1 Recent trends in Asian studies are more apparent in specific discussions of teaching about Asia, China, Japan, and India.
- 2 Recent trends in Asian studies tend to be set by individuals demonstrating ways to foster inquiry, develop basic skills, and use the computer for developing curriculum and learning about Asia, China, Japan, and India.
- 3 Recent trends focus more upon teaching about the major cultures of China, Japan, and India than about Asia.
- 4 Recent trends in acquiring knowledge for teaching about Asia tend to be guided by a variety of efforts.
- 5 Bibliographic guides to teaching about China, Japan, and India are provided by ERIC and many voluntary agencies.
- 6 Many guides to teaching about China and Japan are available; few guides to teaching about India are available.
- 7 Hardbound textbooks on China, Japan, and India are few; paperbound titles are less evident.
- 8 Few supplementary "tradebooks" on Asia and India are available; "tradebooks" on China and Japan are more available.

Judging from this assessment, teachers have a greater variety of professional materials for teaching and learning about the major cultures of Asia. Of special importance, specific accounts of the major cultures of Asia, especially China, are more available. A glaring weakness, however, is an apparent in the lack of hardbound, current, discussions of these cultures.¹⁰ Supplementary materials, no matter how creative, will not suffice to stimulate genuine student insight into the ways of Asian others.¹¹

REFERENCE BOOKS

In 1969

- 1 Most citations about Asia were found in general bibliographic guides.
- 2 Most aids selecting supplementary materials were found in general listings.
- 3 Atlases of China and India were less current than atlases of Japan.
- 4 Chronologies, handbooks, and general accounts were more often from the perspective of the world or Asia rather than from the perspective of China, Japan, or India.
- 5 Few collections of primary sources on China, Japan, and India were available.
- 6 Continuing sources of information about China, Japan, and India were not readily available; reports were often in broad scope media.
- 7 Travel guides on China were few.

- 8 Specific accounts were limited in number in regard to China, Japan, and India.

In 1985

- 1 Specific bibliographic guides on China, Japan, and India are available.
- 2 Many specific aids are found in specific listings.
- 3 Atlases of China are more current than atlases of Japan or India.
- 4 Chronologies, handbooks, and general accounts are more often from the perspective of China, Japan, or India than from the perspective of the world.
- 5 More collections of primary sources on China, Japan, and India are available.
- 6 Continuing sources of information about China, Japan, and India are readily available; reports are often noted in the media.
- 7 Travel guides on China are many.
- 8 Specific accounts are numerous in regard to Japan, India, and especially, China.

Judging from this assessment, teachers have many more reference books for teaching and learning about the major cultures of Asia. Of special importance, many more references about China are available. In particular, current atlases, travel guides, and specific accounts of China are more numerous than similar references about Asia, Japan, and India. In contrast to the available reference books about China, the few reference books about India

suggest a glaring knowledge gap for teachers of Asian studies. Typically, Japan is served well by available reference books.

In sum, recent trends in Asian studies indicate an abundance of basic materials for teaching about Asia, China, Japan, and India. Many of these materials were available in 1969; many more are available in 1985. From the perspective of fifteen years, it is apparent that a three span bridge to genuine understanding of Asia is slowly being built in the classroom. One span is knowledge. The second span is skill development; the third is values education.

The first span has been strengthened greatly in the last fifteen years. Much more is now in print about Asia, especially about China. The second span is in the process of being constructed wherein Asian content is used as a springboard to development of basic skills. The third span continues to challenge teachers of Asian studies. Nevertheless, it must also be constructed if Asian studies is to become a bridge to genuine understanding in the classroom.

Notes

- 1 Materials available in ERIC (Educational Resources Information Center) can be obtained in microfiche and, usually hard copy.
- 2 Further details on using ERIC are described in Sheryl Robinson and Regina McCormick "Finding What You Need in ERIC" School Library Journal November 1983 page 42+.
- 3 Information on the Knowledge Index is available from Dialog Information Services, 3460 Hillview Avenue, Palo Alto, CA 94304.
- 4 ERIC is also available "on line" (File 1); a special training training and practice file is Ontap ERIC (File 201).
- 5 Database searching on personal computers is described in Carol Tenopir "Dialog's Knowledge Index and BRS-After Dark" Library Journal March 1, 1983 page 471+.
- 6 InfoTrac is illustrated in "Information Access Company's New InfoTrac" Wilson Library Bulletin February 1985 page 379.
- 7 A special training and practice file is provided by Dialogue for using the Magazine Index (Ontap Magazine Index, File 247).
- 8 A useful guide to "tradebooks" is Yasuko Makino Japan through Children's Literature (Westport, CN: Greenwood, 1985).
- 9 A copy of this review is available from the author.
- 10 An exception is Global Insights (Columbus, OH: Merrill 1980).
A thoroughly revised edition will be available soon.
- 11 Evaluative criteria for "media" materials are noted in Meredith Waddell and Timothy Plummer "Assessing Accuracy in

Materials on Asia" School Library Journal 31:2 October 1984
pages 93-98.